

**INSTRUCTIONS**  
**FOR THE 2001-02**  
**CONSOLIDATED**  
**PERFORMANCE REPORT**

Michigan Department of Education  
Office of Field Services  
P.O. Box 30008  
Lansing, Michigan 48909

Deadline: (will be announced)

September 2002

## **INSTRUCTIONS FOR THE COMPLETION OF THE 2001-02 CONSOLIDATED PERFORMANCE REPORT**

Complete the Consolidated Performance Report for all of the following programs that were funded in your school district during the 2001-02 school year for which you were the fiscal agent:

- Title I, Part A - Improving Basic Programs
- Title I, Part C - Migrant Education
- Title I, Part D - Neglected or Delinquent Prevention/Intervention
- Title II, Part B - Eisenhower Professional Development

**Due Date: To Be Determined**

## INSTRUCTIONS FOR PAGE 1

Please print or type the information requested for the district and contact person sections. If someone other than the contact person should be called for questions regarding the information submitted in the report, complete the information in the box titled "Alternate Contact Person."

**CERTIFICATION:** The superintendent or authorized official of the reporting district or public school academy is required to sign page 1 of the report. Rubber stamps are unacceptable.

### Mailing Instructions

Mail the completed **2001-02 Consolidated Performance Report** together with the certified **2001-02 Adequate Yearly Progress Report** to:

Office of Field Services  
Michigan Department of Education  
P.O. Box 30008  
Lansing Michigan 48909

**The due date for this document will be announced.**

AUTHORITY: P.L. 103-382

COMPLETION: VOLUNTARY

(Failure to file will result in loss of funding.)

Michigan Department of Education  
OFFICE OF FIELD SERVICES  
P.O. Box 30008, Lansing, Michigan 48909

Direct questions regarding this  
form to (517) 373-3921.

**2001-02 CONSOLIDATED PERFORMANCE REPORT FOR:**  
**Title I, Part A-Improving Basic Programs,**  
**Title I, Part C-Migrant Education,**  
**Title I, Part D-Neglected or Delinquent Prevention/Intervention, and**  
**Title II, Part B-Eisenhower Professional Development**

<b>DISTRICT INFORMATION</b>	<b>Legal Name of District</b>	<b>District Code</b>
	<b>Address of District</b>	
	<b>City and Zip Code</b>	<b>Name of County</b>

<b>CONTACT PERSON</b>	<b>Name of Contact Person</b>	<b>Title</b>	<b>Telephone (A.C./No. &amp; Extension)</b>
	<b>Address</b>	<b>City</b>	<b>Zip Code</b>
	<b>E-Mail Address</b>	<b>Facsimile (A.C./No.)</b>	<b>Summer Telephone (Optional)</b>

<b>ALTERNATE CONTACT PERSON FOR QUESTIONS REGARDING THIS REPORT IF DIFFERENT THAN ABOVE</b>	<b>Name of Contact Person</b>	<b>Title</b>	<b>Telephone (A.C./No. &amp; Extension)</b>
	<b>Address</b>	<b>City</b>	<b>Zip Code</b>
	<b>E-Mail Address</b>	<b>Facsimile (A.C./No.)</b>	<b>Summer Telephone (Optional)</b>

**MAILING INSTRUCTIONS:**

Return this report along with the certified Adequate Yearly Progress Report to the Office of Field Services, Michigan Department of Education at the address shown above **by (date to be determined)**.

**CERTIFICATION:**

I certify that the information submitted in this report contains the most accurate data available to the district.

Signature of Superintendent or  
Authorized Official \_\_\_\_\_

Date \_\_\_\_\_

Typed Name of Superintendent or  
Authorized Official \_\_\_\_\_

Title \_\_\_\_\_

Telephone ( ) \_\_\_\_\_

## INSTRUCTIONS FOR PAGE 2

### A. School Accountability Information

#### **\*Definitions:**

Each Title I school has either a targeted assistance program (TAS) or a schoolwide program (SWP).

**Targeted Assistance Program (TAS):** Title I funds are used to provide supplementary assistance to a targeted population of children with the greatest academic needs.

**Schoolwide Program (SWP):** In order to have a schoolwide program (SWP), thirty-five (35) percent of the children must be from a low-income family AND the school staff must have previously participated in one year of planning with an outside technical assistance provider to develop a comprehensive schoolwide plan.

- The **2001-02 Adequate Yearly Progress Report** must be completed before this page of the report is completed.
- A school is considered a targeted assistance program (TAS) during the schoolwide planning year and, for the purposes of this report, should be counted as a targeted assistance program (TAS).

#### **Column 1:**

Using your school district's completed **2001-02 Adequate Yearly Progress Report**, enter the number of targeted assistance schools (TAS) and schoolwide program schools (SWP) in column 1. For those same schools, also enter the poverty level on the appropriate line below.

- **NOTE:** The column 1 "TOTAL TAS AND SWP" number must be identical to the "TOTAL BY POVERTY LEVEL" number.

#### **Column 2:**

Refer to your **2001-02 Adequate Yearly Progress Report** to see how many schools had at least one "yes" in the 2001-02 column. For those same schools, also enter the poverty level on the appropriate line below.

- **NOTE:** The column 2 "TOTAL TAS AND SWP" number must be identical to the "TOTAL BY POVERTY LEVEL" number.

#### **Column 3:**

Refer to your **2001-02 Adequate Yearly Progress Report** to see how many schools were identified for improvement with at least one "yes" in any subject.

- **NOTE:** The column 3 "TOTAL TAS AND SWP" number must be identical to the "TOTAL BY POVERTY LEVEL" number.

### B. Family Literacy Services

- Refer to question. \*\*\* Family literacy services are those designed to strengthen parents' roles in improving the education of their children by providing literacy training to parents, where needed, and training parents to work with their children.

### C. Extended Time Instruction

- Extended time for Title I, Part A, instructional programs includes after-school, before-school, weekend and summer school, but excludes preschool or club activities.

**Please note the following information about  
Page 2.**

Page 2 of the 2001-02 Consolidated Performance Report (CPR) requires information from your Adequate Yearly Progress report to complete the page. Page 2 of this report will be included with your 2001-02 Adequate Yearly Progress Report when it is mailed to you. Page 2 will also be made available at that time on Office of Field Services' (OFS) website:

([www.michigan.gov/mde](http://www.michigan.gov/mde))

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**Do not submit your  
2001-02 Consolidated Performance Report  
until you have received and completed  
Page 2 of this report.**

## INSTRUCTIONS FOR PAGE 3

### A. Student Participation

(Do not include private school student participation on this page.)

#### Title I, Part A

- Enter the number of participants in targeted assistance programs (TAS) in column 1 and the number of participants in schoolwide programs (SWP) in column 2. Report participants by gender, racial/ethnic group, and special services category. The special services/program students must be included in the gender and racial/ethnic group breakdowns. Note that the total number of participants reported by gender must be identical to the total number of participants reported by racial/ethnic group.

#### Title I, Part C (Migrant)

##### **Definition:**

**Migrant Student** means a child who is, or whose parent, spouse, or guardian, is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the proceeding 36 months, in order to accompany such parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence for fishing purposes.

- Enter the number of migrant children in column 3 who attended schoolwide schools that combined migrant funds with those of other programs.
- In column 4 enter the number of children who attended other types of programs:
  - schoolwide schools that did **not** combine migrant funds,
  - programs in targeted assistance schools, and
  - programs in non-Title I schools.
- Report participants by, gender, racial/ethnic group, and special services category. The special services/program students must be included in the gender and racial/ethnic group breakdowns. Note that the total number of participants reported by gender must be identical to the total number of participants reported by racial/ethnic group.
- Participation information is required for children who received instructional or support services funded totally, or in part, with migrant education funds. For this page, count only those eligible students who were actually served; do not count unserved eligible students.
- Include participants who are eligible for migrant services but not for funding purposes (i.e., students ages 0-2, students receiving services for the year after their eligibility lapses, and students previously eligible in secondary school and receiving credit accrual services).

### B. Schoolwide Migrant Education Programs

- In column 1, enter the number of schoolwide program sites (i.e., school buildings) that serve migrant students, regardless of whether they combine Title I, Part C funds.
- In column 2, enter the number of schoolwide program sites (i.e., school buildings) that serve migrant students and combine Migrant funds with other program funds.

## 2001-02 CONSOLIDATED PERFORMANCE REPORT

**NOTE: Do NOT Include Private School Student Participation on this page.**

### A. STUDENT PARTICIPATION

	1	2	3	4
	TITLE I, PART A		TITLE I, PART C (MIGRANT)	
<b>PARTICIPANTS by GENDER</b> (“Participants by Gender” must equal <u>total</u> of “Participants by Racial/Ethnic Group” section)	Total number of students served in <i>targeted assistance schools (TAS)</i>	Total number of students attending a <i>schoolwide program (SWP)</i>	Number of migrant students attending a <i>schoolwide program</i> in which migrant funds are combined with other program funds	Number of <i>migrant students</i> served by migrant programs which do not combine funds with other programs
<b>Male</b>				
<b>Female</b>	+	+	+	+
<b>Total number of students</b>	=	=	=	=
<b>PARTICIPANTS by RACIAL/ETHNIC GROUP</b> (“Participants by Racial/Ethnic Group” must equal <u>total</u> of “Participants by Gender” section)				
<b>American Indian/Alaskan Native</b>				
<b>Asian/Pacific Islander</b>	+	+	+	+
<b>Black (not of Hispanic origin)</b>	+	+	+	+
<b>Hispanic</b>	+	+	+	+
<b>White (not of Hispanic origin)</b>	+	+	+	+
<b>Other (specify): _____</b>	+	+	+	+
<b>Total number of students</b>	=	=	=	=
<b>PARTICIPANTS by SPECIAL SERVICES/PROGRAMS</b> (number of “Participants by Special Services/Programs” <u>must be included</u> in the “Participants by Gender” and “Participants by Racial/Ethnic” sections above)				
<b>Students with Disabilities</b> <i>Those for whom an individual educational plan (IEP) has been written</i>				
<b>Limited English Proficiency</b>				
<b>Homeless</b>				
<b>Migrant</b>				

### B. SCHOOLWIDE MIGRANT EDUCATION PROGRAMS

	Number of schoolwide program sites that serve migrant students	Number of schoolwide program sites that combine migrant funds
	1	2
<b>NUMBER OF SCHOOLWIDE PROGRAM SITES</b> <b>(Regular <u>and</u> Summer Term)</b>		



## INSTRUCTIONS FOR PAGE 4

### Participants by Grade and Term

#### Title I, Part A

- Enter the number of participants by grade in:
  - Public targeted assistance schools (TAS)
  - Public schoolwide programs (SWP)  
**Note:** The total number of (TAS) in column 1 and the total number of (SWP) in column 2 **must equal** the (TAS) and (SWP) participants by gender entered on page 3.
  - Private schools
  - Local institutions for neglected children
  - Enter the number of participants by grade who were limited English proficient (LEP)  
**Note:** Include in the LEP column those limited-English proficient students who participated in public, private, and local neglected Title I programs. This column will be a duplicated count.  
**Special Note:** For accuracy check, the total LEP count **must equal at least** the combined total count of limited English proficient students entered in columns 1 and 2 on page 3.

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***NOTE: Private and local neglected should be added to this page only.***

### **PARTICIPANTS BY GRADE AND TERM**

	TITLE I, PART A				
<b><u>GRADE</u></b>	<b>PUBLIC TAS</b>	<b>PUBLIC SWP</b>	<b>PRIVATE</b>	<b>LOCAL NEGLECTED</b>	<b>LIMITED ENGLISH PROFICIENT</b>
Ages 0-2					
Ages 3-5					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Ungraded					
Out-of-School					
Total	*	**			***

- \* Total **MUST** equal the total of “PARTICIPANTS by GENDER” in column 1 on page 3
- \*\* Total **MUST** equal the total of “PARTICIPANTS by GENDER” in column 2 on Page 3
- \*\*\* See instructions for special NOTE

## INSTRUCTIONS FOR PAGE 5

### Number of Students Participating in Selected Programs

#### Title I, Part A

- Report students attending targeted assistance programs (**TAS**) and nonpublic schools **only**. Enter the number of participants who received each instructional and support service. **DO NOT include student participations in schoolwide programs (SWP).**
- Count a child only once for each type of support service in which he or she participated during each term (i.e., do not count the number of service interventions, such as physician visits, per child).

#### Title I, Part C (Migrant)

- Report the numbers of children in regular, summer/intersession, or home based instructional programs who received each instructional and support service.
- **Do not** include students who attended schoolwide schools that combined migrant funds/services with that of other programs.
- A child who received a service during more than one term should be counted twice, once in each column.
- Include participants who are eligible for migrant services but not for funding purposes (i.e., students ages 0-2, students receiving services for the year after their eligibility lapses when no other services are available, and students previously eligible in secondary school and receiving credit accrual services).

#### Title I, Part D (Delinquent)

- Report the number of participants who received each category of service.

**NOTE:** The provision of services such as English for limited English proficient (LEP) students with Title I funds must comply with the Title I supplement not supplant requirements. In accordance with these requirements, districts must provide services to which students are entitled under other laws with non-Title I funds.

## 2001-02 CONSOLIDATED PERFORMANCE REPORT

### NUMBER OF STUDENTS PARTICIPATING IN SELECTED PROGRAMS

TYPE OF SERVICE	TITLE I, PART A Targeted Assistance Programs (TAS) ONLY		TITLE I, PART C (Migrant)		TITLE I, PART D (Delinquent)
	PUBLIC TAS	NON-PUBLIC	REGULAR TERM	SUMMER/INTERSESSION or HOME BASED	
<b>INSTRUCTIONAL SERVICES</b>					
Reading/Language Arts					
English for LEP students					
Mathematics					
Science					
Social Studies					
Vocational/Career					
Other (specify) :					
<b>SUPPORT SERVICES</b>					
Supporting Guidance/Advocacy					
Social Work/Outreach or Advocacy					
Health, Dental or Eye Care					
Transportation					
Other (specify):					

## INSTRUCTIONS FOR PAGE 6

### **Number of Staff Employed Under Selected Programs**

Report the staff employee count in Full Time Equivalent (FTE) units.

#### **Title I, Part A**

- Report **only** those staff employed in targeted assistance programs (TAS).
- For administrators that serve targeted assistance programs (TAS) and schoolwide programs (SWP), report the FTE attributable to their TAS duties only.
- Report the number of program staff whose salaries are paid with Title I, Part A funds. Enter full-time-equivalent (FTE) units by job classification.

#### **Title I, Part C (Migrant)**

- Report the number of program staff whose salaries are paid with Migrant funds. Enter full-time-equivalent (FTE) units by job classification.
- ***Do not*** include staff employed in Title I schoolwide programs (SWP) that combined migrant funds/services with those of other programs.

## 2001-02 CONSOLIDATED PERFORMANCE REPORT

### NUMBER OF STAFF EMPLOYED UNDER SELECTED PROGRAMS

JOB CLASSIFICATION	TITLE I, PART A (FTE) (FULL-TIME EQUIVALENTS) Targeted Assistance Programs (TAS) ONLY	TITLE I, PART C (MIGRANT)	
		REGULAR TERM (FTE)	SUMMER/INTERSESSION (FTE)
Administrator (Non-Clerical)			
Teachers			
Bilingual or ESL Teachers			
Teacher Aides			
Staff Providing Support Services (Non-Clerical)			
Staff Providing Support Services (Clerical)			
Recruiters			
Records Transfer			
Counselors			
Linker/Advocates *			
Other (specify):			

\* A type of counselor who ensures that participating migrant children and their families are aware of and involved in all educational support services to which they are entitled, both inside and outside the school setting.

## **INSTRUCTIONS FOR PAGE 7**

### **Title I, Part C, Migrant Education**

#### **A. Project Sites**

- Enter the number of Migrant project sites (i.e., school buildings) in your district that provide services for each term as described on the form.

**2001-02 CONSOLIDATED PERFORMANCE REPORT**

**TITLE I, PART C, MIGRANT EDUCATION**

<b>PROJECT SITES</b>	<b>NUMBER OF PROJECT SITES</b>
Regular-Term ONLY (No extended time or summer/intersession provided)	
Regular-Term with Extended Time ONLY (No summer/intersession provided)	
Summer/Intersession Term ONLY	
Multi-Term Projects (Regular School Year and Summer/Intersession with or without Extended Time)	
<b>TOTAL NUMBER OF PROJECT SITES</b>	



## INSTRUCTIONS FOR PAGE 8

### E.S.E.A. Title II, Eisenhower Professional Development

COMPLETE **ONLY** IF YOU ARE THE **FISCAL AGENT** FOR  
E.S.E.A. TITLE II, EISENHOWER FUNDS

#### A. Use of Eisenhower Funding through Schoolwide Programs

##### 1. Schoolwide Programs (SWP) School Count

Enter the number of Title I **schoolwide schools** that combined Eisenhower funding to support the program.

##### 2. Total Funds for Schoolwide Programs (SWP)

Enter the total amount of Eisenhower funds combined with other funds to support **schoolwide programs**.

#### B. Number of Participations in Intermediate School District (ISD), District or School-level Activities

##### 1. Participations by Poverty Level of School (for activities not combined into a schoolwide program)

Provide the number of participations\* in each of the poverty categories indicated. (Poverty level is calculated as the percentage of students approved for free or reduced-price breakfast or lunch)

Because of the importance of sustained and intensive professional development, the U.S. Department of Education is tracking the duration of Eisenhower activities.

An **activity** is defined as a distinct event or an integrated set of events in the district's Eisenhower-assisted program. Each activity may have a different set of individuals and a different focus or objective from the other activities in the program. If a district provides several different courses for professional development (e.g., technology, content, and hands-on teaching) to different sets of individuals, each of these courses would be considered to be a distinct activity. Thus, unconnected workshops for different sets of individuals would be considered separate activities.

#### **EXAMPLES:**

A single activity could include:

- A series of related meetings with the same set of individuals
- A workshop or series of workshops for a set of individuals including follow-up
- Cohesive, ongoing inservice professional development for a set of individuals

#### **\*Definition:**

**Participation** A participation is defined as one person's involvement in one Eisenhower-funded activity which may be for multiple days. A person attending two distinct activities would be counted as two participations. Building counts are not used.

**E.S.E.A. TITLE II, EISENHOWER PROFESSIONAL DEVELOPMENT**

**NOTE:** Complete pages 8 and 9 only if you are the fiscal agent\* for E.S.E.A. Title II, Eisenhower funds

**A. USE OF EISENHOWER FUNDING THROUGH SCHOOLWIDE PROGRAMS**

Complete boxes 1 and 2 below ONLY if you have a schoolwide school(s) that combined Eisenhower funding to support their Schoolwide Title I program.

1. Number of Schoolwide Title I Schools that combined Eisenhower funding into their schoolwide program	
2. Amount of Eisenhower funding combined with other funding sources and expended through schoolwide programs	\$

**B. NUMBER OF PARTICIPATIONS\*\* IN INTERMEDIATE SCHOOL DISTRICT (ISD), DISTRICT OR SCHOOL-LEVEL ACTIVITIES**

Complete tables 1, 2, and 3 of Section B for all Eisenhower funding that was not combined in a schoolwide program.

1. <b>EISENHOWER <u>PARTICIPATIONS</u>** BY POVERTY LEVEL</b>	
<b>Poverty Level of School of Participant:</b>	<b>Number of Participations in Activities supported with Eisenhower funds</b>
From schools classified as low poverty (Poverty levels from 0% - 34%)	
From schools classified as medium poverty (Poverty levels from 35% - 49%)	
From schools classified as high poverty (Poverty levels from 50% - 74%)	
From schools classified as very high poverty (Poverty levels from 75% - 100%)	
TOTAL NUMBER OF PARTICIPATIONS:	

\* A Fiscal Agent is one who applies for and directly receives the Title II, Eisenhower funds.

\*\* A participation is defined as one person's involvement in one Eisenhower-funded activity which may be for multiple days. A person attending two distinct activities is counted as two participations. Building counts are not used.

**INSTRUCTIONS FOR PAGE 9**  
**E.S.E.A. Title II, Eisenhower Professional Development**

COMPLETE **ONLY** IF YOU ARE THE **FISCAL AGENT** FOR  
E.S.E.A. TITLE II, EISENHOWER FUNDS

**B. Number of Participations (Continued)**

**2. Eisenhower Participations by Time Period of Activities**

Provide the number of participations\* in Eisenhower school and district Formula Grant activities that took place over each of the time periods listed.

**3. Eisenhower Participations by Contact Hours**

Provide the number of participations in Eisenhower school and district Formula Grant activities that had each of the range of contact hours listed. Include follow-up activities which took place during the 2001-02 program year.

**Definition:**

**\*Participation** A participation is defined as one person's involvement in one Eisenhower-funded activity which may be for multiple days. A person attending two distinct activities would be counted as two participations. Building counts are not used.

**NOTE:** The "TOTAL NUMBER OF PARTICIPATIONS" for B-1, B-2, and B-3 must all equal each other.

**Reminder**

Mail the completed **2001-02 Consolidated Performance Report** together with the certified **2001-02 Adequate Yearly Progress Report** to:

Michigan Department of Education  
Office of Field Services  
P.O. Box 30008  
Lansing Michigan 48909

**Must be received by this office no later than (date to be determined).**

## 2001-02 CONSOLIDATED PERFORMANCE REPORT

**E.S.E.A. TITLE II, EISENHOWER PROFESSIONAL DEVELOPMENT**

**NOTE:** Complete pages 8 and 9 only if you are the fiscal agent for E.S.E.A. Title II, Eisenhower funds

**B. (Continued)**

2. <b>EISENHOWER <u>PARTICIPATIONS</u>** BY TIME PERIOD OF ACTIVITIES</b>	
<b>Activities took place over:</b>	<b>Number of <i>Participations</i> in Activities supported with Eisenhower funds</b>
One day or less	
More than one day, but within a single week	
More than one week, but within one month	
More than one month, but less than 3 months	
More than 3 months	
TOTAL NUMBER OF PARTICIPATIONS	*

3. <b>EISENHOWER <u>PARTICIPATIONS</u>** BY CONTACT HOURS</b>	
<b>Number of Contact Hours:</b>	<b>Number of <i>Participations</i> in Activities supported with Eisenhower funds</b>
Less than 3 hours	
3 – 6 hours	
7 – 18 hours	
19 – 30 hours	
31 – 40 hours	
41 – 80 hours	
More than 80 hours	
TOTAL NUMBER OF PARTICIPATIONS	*

\* Each of these totals MUST equal total number of participations in table B-1 on page 8

\*\* A participation is defined as one person's involvement in one Eisenhower-funded activity which may be for multiple days. A person attending two distinct activities is counted as two participations. Building counts are not used.